

6 month reporting date 11/21/03
 12 month reporting date 5/28/04
 CLOSED 10/29/04

Lake Andes School District Improvement/Progress Report Form

Principle 1—General Supervision				
Present levels: State Administrative rule states an annual report of children with disabilities served will be reported by Dec. 1 of that school year. The review team completed a review of the child count for December 1 2002. The team identified IEPs which were not in effect for 2 students.				
Desired Outcome(s): The school district's child count will reflect accurate information.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Staff will report changes in the IEP status of children to a designated person in the district who will be responsible for updating the child count on a regular basis.				
Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress <small>Record date objective is met</small>	12 month progress <small>Record date objective is met</small>
1. What will the district do to improve? Staff will e-mail the special education coordinator and director by Friday of each week of any change in status of children on IEPs in the district. The special education coordinator will update the district child count on the DDN Campus every Monday morning. What data will be given to OSE in verify this objective? The district will document this and continually monitor case manager compliance on a monthly basis. Information regarding the reporting procedures and number of staff informed will be reported in the progress report.	ongoing	Special education staff in all depts. Special education coordinator	ongoing	Met 10/29/04
Please explain the data (6 month) Staff now e-mails change of status for students to the special education coordinator, special education director and school secretary in order to keep all staff informed of changes. Special education coordinator is responsible for updating district SIMS report weekly on DDN Campus.				

Please explain the data (12 month)

Staff continues the email process. It is working well in keeping everyone updated.

Principle 3—Appropriate Evaluation

Present levels: The comprehensive evaluation must include functional evaluation. The review team looked at files for evidence that functional assessment was occurring. In five files reviewed functional assessment was not completed, while in eight files reviewed the district had completed functional evaluation, but parent permission was not documented on the prior notice. Evaluations in the area of secondary transition were not completed for two students whose files were reviewed. Student files reviewed showed the district does not provide appropriate written notice and obtain informed consent before assessments are administered to a child as part of an evaluation.

Desired Outcome(s):

1. The Lake Andes school district will ensure that comprehensive evaluation including functional assessment will be completed.
2. The district will obtain prior notice/consent for each area evaluated.
3. The Lake Andes district will ensure that parental consent is obtained before comprehensive evaluations including transition assessment are completed.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

1. Andes Central will include functional assessments on all evaluations conducted, both initial and re-evaluations.
2. Andes Central will include functional assessments on the prior notice/consent form when obtaining permission to evaluate or re-evaluate.
3. Andes Central will obtain parental consent through signatures on all forms prior to evaluation or re-evaluation of student.

Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? All prior notice/consent forms following April 2003 will have functional assessment listed as an assessment for which permission is requested. What data will be given to OSE to verify this objective? The district will give one example of a signed prior notice/consent form.	4/1/2003 – ongoing	Special education staff responsible for evaluation	Met	Met 10/29/04

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Please explain the data (6 month) All parental notices include a statement or box to check which state that functional assessment will be part of the assessment process.				
Please explain the data (12 month) Box has been added to form and is marked appropriately each time.				
2. What will the district do to improve? Parental consent for evaluation will be obtained on all students evaluated or re-evaluated, including transition evaluation. What data will be given to OSE to verify this objective? Documentation stating a percentage of the forms that were signed will be sent to OSE.	4/1/2003 – ongoing	Special education staff responsible for evaluation	Ongoing	Met 10/29/04
Please explain the data (6 month) A statement will be included in the report.				
Please explain the data (12 month) 13 out of 13 evaluations and reevaluations conducted from 4/1/2003 to present included the functional assessment box which was checked and parental consent for evaluation was obtained.				

Principle 3—Appropriate Evaluation				
Present levels: In one student file a student was determined eligible under the category of mental retardation, but there was a discrepancy in evaluation results. For the last three evaluations the students was determined to be eligible for services under the category of specific learning disability. At his last evaluation his eligibility was changed to mental retardation because of a discrepancy in ability testing.				
Desired Outcome(s): All students will be appropriately evaluated and re-evaluated.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The school district will re-evaluate the student to determine eligibility for special education and appropriate designation.				
Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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1. What will the district do to improve? When there is a large discrepancy between prior assessments and the re-evaluation results, a second assessment will be administered to check the validity of the testing material. What data will be given to OSE to verify this objective? Evidence of additional testing to test validity of testing tool will be included in the report.	Immediate re-evaluation of student, ongoing from 4/2003	District evaluators	Ongoing	Met 10/29/04
Please explain the data (6 month) The district was unable to complete this reevaluation due to inability to obtain parental permission. The district will continue to attempt to get parental permission and will complete the testing as soon as permission is obtained.				
Please explain the data (12 month) Evaluation completed 12/11/03.				

Principle 5—Individualized Education Program
Present levels: Transition Services: The school district needs to administer transition evaluation from students approaching transition age. For transition-age students, the IEP requires a summary of the student's present level of performance that describes strengths and needs of the student in the context of student's desired post-school vision. When reviewing files the monitoring team found seven files that did not link transition to the present levels of performance. The district needs to inform parents of their right to bring other people to IEP meetings. A student's IEP must contain present levels of performance based upon the skill areas affected by the student's identified disability. Transition information must be included in the present levels of performance.
Desired Outcome(s): The Lake Andes school district will make efforts to ensure that all students of transition are appropriately evaluated. IEPs of students of transition age must include a coordinated set of activities to prepare them for post school activities. The student's present level of performance will be based on functional assessment, will identify the student's strength and weakness in the student's disability area, transition and any other areas that goals are written.
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district will conduct a transition assessment annually with students fourteen years of age or older. This will be conducted prior to the annual IEP meeting. Transition goals will relate back to the Present Levels of Performance.

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Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1.What will the district do to improve? Transition testing will be conducted on all students who will be fourteen by the time their next IEP will be written. What data will be given to OSE to verify this objective: Record how many students are turning 14 years old and what percentage of these students had a transition evaluation?	4/2003 and ongoing	Special education teachers or coordinator	Ongoing	Met 10/29/04
Please explain the data (6 month) 3 students have or will turn 14 during 2003. 100% of them have had transition evaluations.				
Please explain the data (12 month) 9 students have or will turn 14 during 2003 and 2004. 9 out of 9 or 100% of them have had transition evaluations. The evidence is recorded on their IEPs.				
2.What will the district do to improve? Andes Central will schedule transition activities to explore post-high school possibilities on a regular basis when a student enters 9 th grade until the end of the first semester of the 12 th grade. What data will be given to OSE to verify this objective? Evidence of activities will be included in student files.	Begin fall, 2003 and ongoing	Special education teachers, coordinator, director	Continue to check	Met 10/29/04
Please explain the data (6 month) Evidence of participation is included in student files. These include individual meetings with the high school career counselor and documented participation in trips and other career exploration activities. 2/2 special education students in grades 11 and 12 have received individual career counseling with the counselor. 2/2 special education students have attended career days in Mitchell where they attended a career fair at the Mitchell Fair Grounds and tours of Mitchell Technical Institute and Dakota Wesleyan University.				
Please explain the data (12 month) High school special education students had a field trip to Sioux Falls for career exploration. The brainstormed area of interest made the arrangements and attended a tour of facilities with their teacher. Trip was held "April 6, 2004.				

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<p>3.What will the district do to improve? District will acquire a self-advocacy curriculum to prepare students to know and express their rights in post high school situations.</p> <p>What data will be given to OSE to verify this objective? The District will develop a plan to track attendance at these activities. We will send a summary of activities offered and the percent of students that attended to the OSE.</p>	<p>Begin Fall, 2003 and ongoing</p>	<p>Special education teachers, coordinator, director</p>	<p>Ongoing</p>	<p>Met 10/29/04</p>
<p>Please explain the data (6 month) This plan is now in the planning process and will be implemented as soon as an acceptable curriculum is found.</p>				
<p>Please explain the data (12 month) 19 out of 19 jr and sr. high school students were interviewed prior to their IEP meetings to give input on their programs. 19 out of 19 students were invited to their IEP meetings as evidenced by their Prior Notice. They are released from class to attend their meeting. 19 out of 19 students attended their IEP meetings as evidenced by their signature on IEP. Their input was varied depending on student. 2 new students informed staff they were on an IEP prior to arrival of their records. Students are encouraged to use the telephone to call parents to make daily arrangements for homework, rides, extra curricular activities, etc. Students are allowed to use the telephone to make appointments, receive assistance with obtaining drivers licenses, etc. Students relay their goal or need to the special education staff. The staff provides the scaffolding to assist in attaining that goal. Students plan class trips to tour facilities and make the arrangements with the businesses. Students who qualified were assisted with voter registration and will be taken to vote.</p>				
<p>4. What will the district do to improve? Transition goals will be written on all IEPs for students entering Kindergarten or who have reached the age of 16. These goals will relate to information on the Present Levels of Performance.</p> <p>What data will be given to OSE to verify this objective? The IEPs of students who are in this category.</p>	<p>Begin Fall, 2003 and ongoing</p>	<p>Special education teachers, coordinator, director</p>	<p>Ongoing</p>	<p>Met 10/29/04</p>
<p>Please explain the data (6 month) Kindergarten student with health issues has paraprofessional assigned for this year. She attended preschool with him during the spring, 2003 to become acquainted and be aware of his needs. IEP is on file in state which shows district is tying transition goals to Present Levels of Performance page.</p>				
<p>Please explain the data (12 month) 10 out of 11 IEPs of students turning 16 contain transition goals. The other IEP was written out of district and will have transition goals added when we write the new IEP.</p>				

Principle 5—Individualized Education Program				
Present levels: Transition Services: The school district needs to administer transition evaluation from students approaching transition age. For transition-age students, the IEP requires a summary of the student's present level of performance that describes strengths and needs of the student in the context of student's desired post-school vision. When reviewing files the monitoring team found seven files that did not link transition to the present levels of performance. The district needs to inform parents of their right to bring other people to IEP meetings. A student's IEP must contain present levels of performance based upon the skill areas affected by the student's identified disability. Transition information must be included in the present levels of performance.				
Desired Outcome(s): The Lake Andes school district will make efforts to ensure that all students of transition are appropriately evaluated. IEPs of students of transition age must include a coordinated set of activities to prepare them for post school activities. The student's present level of performance will be based on functional assessment, will identify the student's strength and weakness in the student's disability area, transition and any other areas that goals are written.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Andes Central School District will inform parents of their right to invite other people to any meetings they have with the school, including IEP meetings.				
Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress <small>Record date objective is met</small>	12 month progress <small>Record date objective is met</small>
1.What will the district do to improve? A colored flier will be attached to the prior notice/consent form when it is sent informing parents of their right to bring other people to IEP meetings. What data will be given to OSE to verify this objective: A sample of the forms with fliers attached.	4/2003 and ongoing	Special education teachers or coordinator	Ongoing	Met 10/29/04
Please explain the data (6 month) All parental rights bulletins have a flier attached which informs parents of their right to bring other people to IEP meetings.				
Please explain the data (12 month) Flier was sent to OSE Oct. 22, 2004.				